

A Survey Report
on
Student Satisfaction towards Campus



Submitted to
Research Management Cell (RMC-Sukuna)
Sukuna Multiple Campus,
Sundarharaicha, Morang

For recommending the points of improvements in the Campus



Study Team

 Nara Prasad (N.P.) Bhandari (Team Leader)

Gunaraj Nepal (Member) 

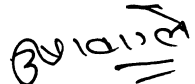
Basudev Dahal (Member)

 Ushakiran Wagley (Member)

8 December, 2023 (Mangsir 22, 2080)

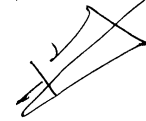
Acknowledgements

We are grateful to the campus chief Mr. Arjunraj Adhikari; assistant campus chiefs Mr. Keshav Raj Bhattarai, Mr. Balaram Pokharel and Mr. Ganesh Prasad Dahal for providing the opportunity to carry out the survey in a team. Thanks to the Research Management Cell (RMC) committee and members for endorsing the proposal and letting us go for this work promising to provide grants allocated in the campus budget. Moreover, we would like to express our sincere honor to the Campus Management Committee (CMC), Head of departments, teaching staff and non-teaching staff for your kind cooperation. Finally, we would like to thank a lot to the student participants who provided their valuable information freely spending their busy study time.



Study Team

8 December, 2023



Request Letter to RMC

To
The Head

Research Management Cell

Sukuna Multiple Campus

Sundarharaincha, Morang

Dear Sir,

Based on the notice and decision of the Research Management Cell (RMC-Sukuna), a survey study was taken under the topic of *“Student Satisfaction towards Campus”*. I was the survey team head and other team members supported me to collect the data and to prepare the report. The findings are mentioned in the findings section. I am hopeful that the implementation of the recommendation provided will enhance the overall quality of the campus. On behalf of the team, I request you approve this report.

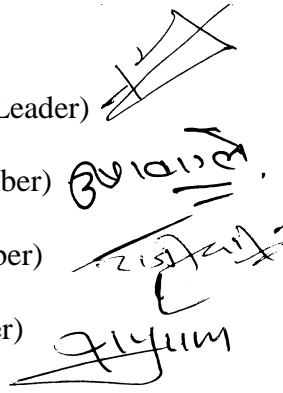
Survey Team

1. Nara Prasad Bhandari (Survey Team Leader)
2. Ushakiran Wagle (Survey Team Member)
3. Guna Raj Nepal (Survey Team Member)
4. Basudev Dahal (Survey Team Member)

Sukuna Multiple Campus

Sundarharaincha, Morang

2080 Mangsir 22 BS

Handwritten signatures of the survey team members, including Nara Prasad Bhandari, Ushakiran Wagle, Guna Raj Nepal, and Basudev Dahal.



त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
AFFILIATED TO TRIBHUVAN UNIVERSITY

सुकुना बहुमुखी क्याम्पस SUKUNA MULTIPLE CAMPUS

सुन्दरहरैचा नगरपालिका, मोरङ, कोशी प्रदेश, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG, KOSHI PROVINCE, NEPAL

स्था: २०८८ (ESTD. १९९२)

विश्वविद्यालय अनुदान आयोग नेपालद्वारा गुणस्तर प्रत्यायनकृत (२०७२)

Accredited by University Grants Commission (UGC) Nepal (2015)

चलानी नम्बर:
(Ref No.):

Subject: Approval of the Survey Report

As per the permission and approval of RMC-Sukuna, Mr. Nara Prasad Bhandari, the teacher of this campus and his team have done a survey and submitted a report on “*Student Satisfaction towards Campus*” within the specified time limit. The presented report is contemporary for the campus and the result of the report will be helpful to improve the institutional quality. This report is approved by this cell.

Evaluation and Approval committee

1. Ganesh Prasad Dahal

RMC Head

Research Management Cell

2. Mohan Kumar Tumbahang PhD

RMC Member

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3. Deepak Prasad Neupane PhD

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Executive Summary

The survey was carried out to explore the student satisfaction towards Sukuna Multiple Campus. The work was quantitatively carried out using a satisfaction survey tool, namely questionnaire developed by the study team. The study was done upon the student population of the campus sampled randomly from the experienced students irrespective of gender and age. The participants were from more than one faculty and level. The central focus of the study was satisfaction towards the major components of the campus, namely campus performance such as teacher performance and campus performance in general, library, campus canteen and evaluative part of the campus. For the data analysis descriptive statistical tools of percentage, average, mean and median are used.

The survey has explored a few issues of satisfaction towards the campus in general which are significant to the betterment of the campus. The survey has given the information that a large number of students are not regular in their class since only 55% students self-reported of being regular in taking their class. They informed that teachers' teaching performance and preparation, class regularity of the college, infrastructure, behaviour of the canteen staff are quite satisfactory whereas they have express their dissatisfaction towards the issue of course completion, high fee structure, availability of books in the library, freshness of the canteen item, and sufficient water in the washroom. In general, they have placed the campus in the 2nd category and evaluated providing average 70 marks out of 100 which is justifiable on the one hand and informative to the campus on the other hand. So, the team has recommended the campus to work out on the findings in the form of action research and further carry out survey upon larger sample along with the qualitative design.

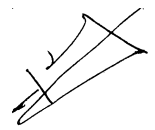
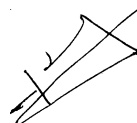


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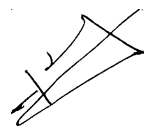


Introduction

In the context of a scholarly society, the concept of "student satisfaction" is central. The term is conceptualized by Oliver and DeSarbo as the favorability of a student's subjective judgement of the many outcomes and experiences involved with education (1989). To us, academic satisfaction can also be described as a short-term attitude that results from the evaluation of student experiences with the education service received. Satisfaction has further been considered as perspective which has an impact on the motivation of students, the attraction of new students, and the continuation of enrollment among current students (Rahmatpour et al., 2019 in (Ikram & Kenayathulla, 2022)). Thus, student satisfaction (SS) is the significant factor contributing to students' increased self-confidence, valuable talent development, and knowledge acquisition (Letcher & Neves, 2010). It is the subjective perceptions, on students' part, of how well a learning environment supports academic success.

Strong student satisfaction implies that appropriately challenging instructional methods are serving to trigger students' thinking and learning. The present study explored some of these elements, in an effort to begin identifying the ones most helpful for ensuring students' academic success. The study hypothesized that there is no direct correlation between the campus hypothesis and the student satisfaction.

Students are the key clients or the customers of the college or universities. The campus data shows that they are increasing in the campus. They are the true consumers of our academic business. A customer's happiness as a direct outcome of the quality of the services supplied by a business is referred to as satisfaction. As the true stakeholders they are also the provider information of any academic institution because they understand what essential elements are missing in the institutions. They are universities' most essential and primary output as well. It is



a pool of educated community too. It is, then, crucial to understand what they value (Elliott & Shin, 2002 in Ikram & Kenayathulla, 2022) in the intuition will go to the community.

As pressure group members, students are also raising issues of concerns relating to multiple aspects which need to be addressed academically. In this regard, it is vital to examine the degree of satisfaction felt by them so that improvements may be made to the overall quality of academic services and appropriate educational practices. In the same way, campus has high expectations from the students and vice versa. Recognizing and exceeding these expectations is critical to create effective learning environments for students. This study contributes to existing literature by assessing student satisfaction based on six dimensions of the campus which is a rare effort in Nepal and community college perspective.

Objectives of the study

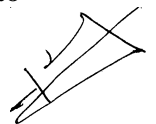
Considering the expectations and the significance, the study was carried out to attain the following objectives:

- i. To identify the student satisfaction towards multiple components of the campus
- ii. To increase institutional responsibility towards its stakeholders,
- iii. To recommend to enhance quality performance of the campus



Research methods and procedure

By the design, present study is survey and quantitative in its approach. For the purposes of the survey, a questionnaire was constructed by the scholarly research team using the available survey literatures concerning the campus and university. The questionnaire was structured into six main parts. The first part detailed the demographic characteristics of the students (name, gender, level, stream), the second part contained close-ended questions regarding teacher performance. The third, fourth, fifth and sixth components contained questions about the services



offered by the campus, which were measured using Likert scale scores expressed in dimensions with the assumption of ordinals from dissatisfied to very satisfied (Likert, 1932).

The survey was designed and carried out upon the student population of Sukuna Multiple campus studying at Bachelor's and Master's degree students having at least one-year experience in the campus. The sample size was 55 from multiple faculties randomly sampled. However, the selection of the number of students was designed in terms of the quota specified in terms of the number ratio of the academic streams (Education, Science, Humanities, BICT and Management) and the enrollment ratio. The size was determined on the following basis before the survey was administered upon the respondents. In this survey, questionnaire consisting of 18 questions with close-ended type were used to elicit information from the sample.

Procedurally, having received permission from the campus, the research team members visited the respective class to have permission from the class teachers and the students. With a clear information of the research purpose, consent from and informing about the research ethics. Students were left free to put their free opinion /level of satisfaction towards the respective areas. Half an hour time was allocated to fill out the form. During the survey administration, the participants were let to ask questions if any medium-based problem could occur.

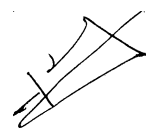
Data analysis

The data analysis carried out in this study has been categorically presented in the following sub-titles

a) Data and Results

The data were collected through the use of survey questionnaires. A single set consisting of 18 questions the following components:

1. Demographic information



2. Pedagogic component
3. Canteen component
4. Library component
5. Admin (Sections) component
6. Evaluation component



b) Demographic information of the participants

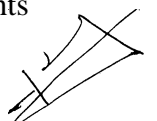
In this survey, 55 participants were given the questionnaires among them 55 were returned in which only 43 students wrote their names but all wrote the level of study (Bachelor's and Master's). Sampled participants were experienced students of the campus except the ones who have recently have their names enrolled considering the richness of the data. They were from B.Ed., BBS, BA, BICT and M.Ed. Among the participants 21 were male and 34 (63%) were female.

c) Self-expressed regularity of the students

Student respondents were asked to express their own regularity. They have chosen the option as they experienced. The data received has the following in figure.

Value	Frequency	Percentage
I am the most regular student	30	54.55
I have missed few classes	22	40
I have taken only few classes in the total working days	3	5.45

The participants have given their experiences as truly as possible. To the opinions, 55% students are only seen regular in the campus, 40% students have missed their classes and 5.45% students have only few classes. To this survey, it is to be marked that clearly only 5.45% students have taken just few classes. It may have effect in the result and in the teacher performance.



Teacher Performance

The respondents were asked to express their satisfaction regarding the teacher performance in the peripheral aspects and in the core aspects in general, in which teachers' social behavior, punctuality, impartiality in the examination, time management in the classroom, and seating arrangement were considered as peripheral aspects of the teacher performance. They were asked to respond in the form of the Likert scale options- excellent, satisfactory, considerable, poor and very poor. The survey data shows the following results:

Table 1: Teacher performance in the peripheral aspects

Description	Excellent	Satisfactory	Considerable	Poor	Very poor
Social	18.18 (10)	67.27 (37)	9.09 (5)	3.64 (2)	0
Punctuality	20 (11)	52.73 (29)	16.36 (9)	7.27 (4)	0
Impartiality	23.64 (13)	36.36 (20)	32.73 (18)	3.64 (2)	1.82 (1)
Time management in the classroom	23.64 (13)	52.73 (29)	10.91 (6)	5.45 (3)	5.45 (3)
Seating arrangement	12.73 (7)	47.27 (26)	25.45 (14)	10.91 (6)	1.82 (1)

Table 1 shows that teachers' performance is satisfactory in the aspects specified in the survey. But in any aspect, they are not found excellent. From the students' perspective, the notable point for the teachers is that they are found poor in time management since 5% students have noted the teachers' performance very poor and other 5% students have still marked poor.

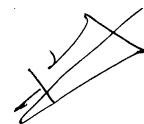
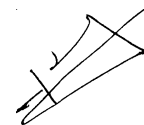


Table 2: Teacher performance in the core aspects

Description	Excellent	Satisfactory	Good	Poor	V. poor
Plan and lesson preparation	21.82	49.09	25.45	1.82	
Methods of teaching	16.36	47.27	30.91	3.64	
Updated knowledge	38.18	29.09	27.27	3.64	
Depth of subject matter knowledge	34.55	47.27	12.73	3.64	
Class regularity	32.73	36.36	27.27	1.82	
Feedback and support	25.45	43.64	20	9.09	
Supply of reading materials	10.91	32.73	38.18	10.91	3.64
Course completion	16.36	52.73	14.55	12.73	
Tasks design and learning activities	18.18	47.27	29.09	3.64	
Technology Use	27.27	25.45	23.64	16.36	5.45

Table 2 concerns with the teacher performance in the core aspects. The given aspects are the pedagogical aspects to be performed by the teachers. The students' satisfaction towards these aspects is expressed in between the level of excellent and satisfactory scale. Within the scale few notable points are seen, such as in supplying reading materials and technology use students' dissatisfaction is also expressed with the percent 14% and 22 % respectively. In class regularity and lesson preparation students are seen more satisfied than in other aspects of the teacher performance whereas the a good number of students (13%) have expressed their dissatisfaction as 'poor' in regards to the course completion in time.



Library Component

Library component is one of the key component of the campus or university. In this aspect students were asked to express their level of satisfaction in the five scale measures,

namely excellent, satisfactory, considerable, poor and very poor. The descriptors used were availability of the books, textbooks, reference books, journals, magazines, newspapers; service. Among the aspects of the library availability of text books in the library was essential one. The satisfaction expressed in this aspect is presented in figure 1.

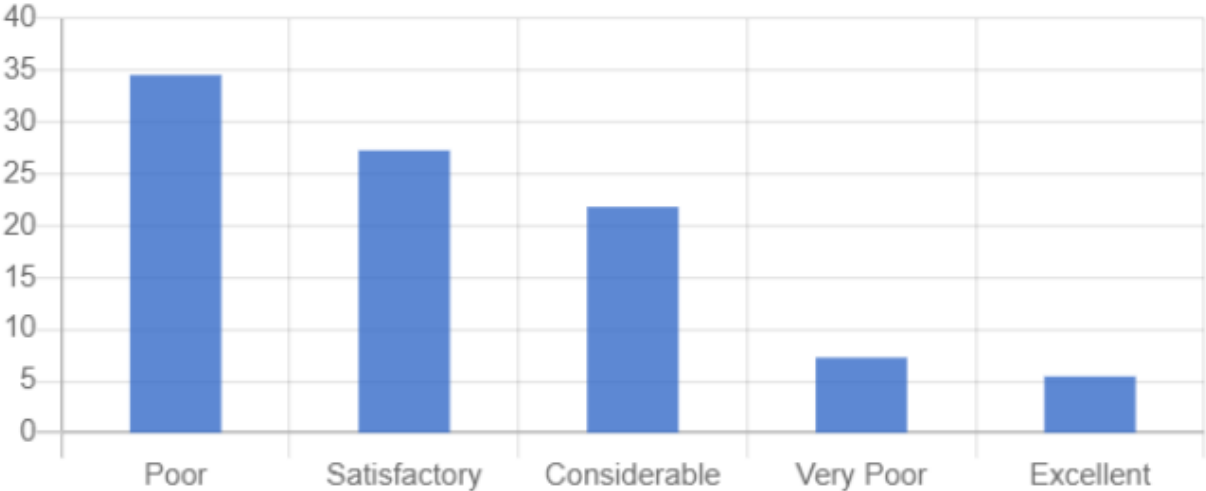
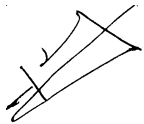


Figure 1: Availability of textbooks

By the figure 1, it is reflected that in terms of the availability of the textbooks, the library is poor in the sense that 34% students have expressed their dissatisfaction to this aspects and other 8% students have expressed their strong dissatisfaction to the same point. Furthermore, only 5% students are fully satisfied and expressed their satisfaction with the strong position.

Canteen component

The number of students are increasing in the campus on the one hand and people are found busy these days. So, the students depend on the campus canteen when they are at college rather than bringing the food from their houses. So, it is significant to study this component for the improvement of the campus canteen. In this survey, this component was also studied as a part of overall campus satisfaction expressed by the students. The aspects of the components



included were price, item quality, cleanliness, staff behaviours, service quality, availability of items, variety and freshness of the items.

Table 3: Student satisfaction towards canteen

Description	V. satisfied	Satisfied	Good	Poor	V. poor
Price	9.09	32.73	38.18	9.09	5.45
Item quality	1.82	30.91	32.73	23.64	3.64
Cleanliness	3.64	30.91	36.36	18.18	7.27
Staff behavior	14.55	27.27	45.45	7.27	1.82
Service quality	5.45	16.36	50.91	18.18	3.64
Availability of items	9.09	27.27	43.64	12.73	1.82
Variety of items	5.45	30.91	40	14.55	
Freshness of the items	7.27	21.82	36.36	29.09	

In spite of the fact that all students have budget constraint that affect their decisions of selecting foodservice, as they obviously seek reasonable prices (Li, 2008) and the widespread concern and suggestion Nadzirah et al. (2013). Likewise, the students don't much concern with the price but they concern with the freshness of the items. In the present study students have not complained much on the price since only 14% students have complained with it and remaining students are satisfied with it. Besides it, the students expressed their satisfaction in the canteen in general. However, to the item quality and freshness of the items students have strong dissatisfaction because 29% students are not satisfied with this concern. The pointed aspects are not less significant since it is concerned with the health of the students and the canteen itself.

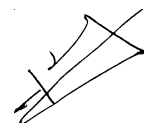


Table 4: Water and washroom

Value	Frequency	Percentage
Poor	17	30.91
Satisfactory	13	23.64
Tolerable	9	16.36
Excellent	4	7.27

In regards to the drinking water and washroom, the respondent students expressed their deep dissatisfaction since around 31% students have put this aspect under the category of poor situation. It has given some other signal that they might be referring to other aspects to be revealed yet. It needs further investigation and modified intervention of the campus.

Campus performance in the core areas

The respondents were asked to express their satisfaction in general in the overall campus issues- namely teaching, class regularity, student assessment, scholarship and freeship, program shift, , class safety, communication and help desk. The expressed satisfaction has been presented in the table 5 and its analysis.

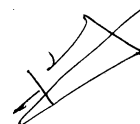
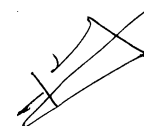


Table 5: Campus performance in the pedagogical aspects

Description	Excellent	Good	Average	Poor	V. poor
In class-teaching	20	61.82	14.55	1.82	
Class regularity	20	63.64	10.91	1.82	
Internal assessment and feedback	12.73	49.09	29.09	5.45	
Furniture	9.09	49.09	30.91	7.27	1.82
Classroom safety	7.27	49.09	30.91	9.09	1.82
Freeship and Scholarship Distribution	10.91	40	23.64	12.73	10.91
Communication System	7.27	50	30.91	9.09	
Information system	20	47.27	25.45	5.45	
Shift (Time)	27.27	50	14.5		5.45
Help-desk service	5.45	18.0	36.36	9.09	14.55

Among the descriptive measures, the students have expressed the positive perception of satisfaction in the regularity of the campus which is informative to the campus. Similarly, they are satisfied in in-class teaching since only a marginal number (1.82%) have expressed their dissatisfaction. Likewise, the students have a considerable degree of dissatisfaction in free ship and scholarship distribution of the campus. About 25% students have expressed dissatisfaction to this aspect.

Student rating towards specific aspects of the campus



Student participants were asked to evaluate the campus performance in specific aspects through rating scale in the given aspects with the marks allocation in which 1 means very poor

and 5 means excellent. The aspects and the ratings assigned by the student respondents is presented in table 6. In the table only the the highest rating in order is given:

Table 6: Student rating in order towards specifica aspects of the campus

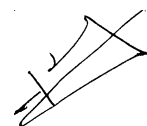
Descriptions	Highest rating % and number	2 nd Highest ranking	3 rd highest ranking	4 th highest ranking	Lowest %
First aid servicec	2	3	1	4	5
Publication opportunity	2	3	4	1	5
ECA	3	2	4	1	5
Opportunity of talent show	3	2	4	5	1
Excursion/Educational tour	1	2	4	3	5
Transportation service	3	2	4	1	5
Drinking water and quality	2	3	4	5	1
Sports materials	2	3	4	1	5
Parking	4 (17 out of 49)	2 (16)	3 (7)	5 (5)	1 (4)
Grievance response	2	3	4	1	5

Table 6 shows that the 49 studetns rated to the given specific aspects of the campus in which they have considered Parking, ECA activities and Opportunity to talent show in priority ranking campus performance whereas transportation facility is poorly rated. Majority of the participants have rated the specific aspects putting in the 2nd category based on their observation.

Campus performance evaluation

In the survey, student participants were let evaluate the overall performance of the campus freely giving marks out of 100. The marks and the calculation has been presneted in figure 2.

Evaluation on the overvall performance of the campus in out of 100 full marks



Mean	Median	Mode	Standard deviation
67.30	70.00	70.00	11.42

Figure 2: *Campus evaluation by the students*

The median and the mode value in the given figure shows that it is 70. So, by this number of evaluation to the campus, it is known the the students can mark their campus in the range of 70 out of 100. It is a good signal on the one hand but campus has still to get the satisfaction level to go further to reach to the full satisfaction of 100.

Campus grading by the category in Nepal

The participants were asked to grade the campus in terms of teaching, research, infrastructure, result and extra-curricular activities. In their categorization, the campus grading has been presented in table-7

Table 7: Campus grading

Descriptors	1 st Category	2 nd Category	3 rd Category
Teaching	45.45 (25)	52.73 (29)	0
Research	27.27 (15)	54.55 (30)	16.36 (9)
Infrastructure	50 (28)	45.45 (25)	3.64(2)
Result	25.45 (14)	65.45 (36)	7.27(4)
ECA	23.64 (13)	56.36 (31)	20 (11)

Table shows that students have categorized the campus as the first class category in terms of infrastructure (50%) whereas in other aspects students have graded the campus in the 2nd class category. The good aspect and the finding is that only a small number of students have categorized the campus in the form of 3rd grade. In terms of teaching (52.73%), research

(54.55%) , result (65.45%) and ECA (56%), they have graded the campus in the 2nd category compared to other colleges in Nepal.

Fee structure of the campus

One of the essential components of the campus is its fee struture offered to its students. The participants were asked to compare the fee structure with the neighbouring colleges. In this regard, they expressed their satisfaction as presented in table-8.

Table 8: Student rating in order towards specifica aspects of the campus

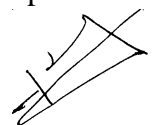
Value	Frequency	Percentage
High	26	47.27
Very high	18	32.73
Reasonable compared to other colleges	6	10.91
No comment	3	5.45
Low	1	1.82

The table shows that 33 % students have considered the SMC fee structure very high.

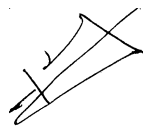
Findings and discussion

From the survey, a number of findings have been identified. Based on the data presented in the data anlysis section, the following findings have been identified:

1. Of the enrolled students only 55% are regular and 5% students are quite irregular. Though the number of regular students is higher than the irregualr ones but from the point of view of the academic practice it is not good to be satisfied since student regularity is directly connected to the performance result in the examination. So, taking this concern the campus can take alternative measures of making them regular in the campus.

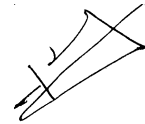


2. Though the students have expressed their satisfaction towards teachers peripheral aspects but around 10% students are dissatisfied with the teachers' physical performance.
3. In the core aspect of teacher performance the students are satisfied but within it too, the students have expressed their dissatisfaction in regards to the course completion. Towards teaching performance, the range of satisfaction is in between excellent and satisfactory. To take the given information, statistics is quite positive but the question of course completion is a serious qualitatively.
4. Regarding teaching regularity (a core component of the pedagogy), 90% (very satisfied, satisfied and average) students have expressed satisfaction whereas a marginal dissatisfaction. It is the positive aspect of the campus which does not need further intervention but needs the continuation of the class regularity itself.
5. In categorizing the overall campus performance compared to other campuses of the country, the students have put this campus in the second category in regards to the research and teaching whereas they have put this campus in the first category in terms of the parking space and ECA. At the same time they have poorly categorized this campus in the third category in terms of the transportation facility.
6. In the present study students have not complained much on the price in the campus canteen since only 14% students have complained with it and remaining students (86%) are satisfied with it. However, to the item quality and freshness of the items students have strong dissatisfaction because 29% students are not satisfied with this concern. The pointed aspects are not less significant since it is concerned with the health of the students and the canteen itself.



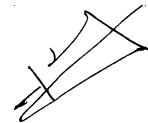
7. The students have expressed their dissatisfaction in regards to free ship and scholarship distribution. About 25% students have expressed their dissatisfaction to this aspect.
8. Though it is not deeply revealed (for the stream), around 25% students have opined that the current fee structure is high to them. The survey was done upon a small number. It is just a preliminary information to the campus. It is good if we carry out the study stream-based because the fee structure of the campus is different stream to stream.
9. 34% studetns have expressed ther dissatisfaction to the availabiltiy of the books in the library. Additionally, 8% students have expressed their stong dissatisfaction to the same point.
10. To one of the aspects of the campus performance, studetns have also expressed their dissatisfaction towards the water in the washroom. 47% students are dissatisfied to this aspect.

Conclusion and recommendations



The study on student satisfaction towards campus was done upon a small representative student sample consisting of 55 students studying in Sukuna Multiple Campus. However, information revealed in the study are informative to the campus. Students' own regularity, poor water condition in the washrooms highly expressed dissatisfaction, issue of course completion-an urgent in intervention, availability of books in the library, avarage rating of the students for campus evaluation, issues of transportation are genuinely raised by the students.They are even worthy of strategic intervention. They can be put forward as the agenda of discussion at the level of implementation for better improvement of the campus. Likewise, campus infrastructure, teachers' teaching performance, ECA and parking facilities are considered satisfactory from the students perspectives. This can be taken as positive feedback. Despite the positive result, it is

also useful for the continuation of the activities. The issue of fee structure is also considerable to them but it requires further investigation for its in-depth analysis because the fee structure in the campus is different program-wise. From the overall study, it can be suggested that some findings are genuine and need quick intervention to them whereas some issues are explored at the surface by this study and they need in-depth qualitative research such as ‘case study’ before arriving to the conclusion. Besides, researchers are also suggested to work upon the college and university issues by means of the methodological triangulation (such as focus group discussion and semi-structured interview) and upon large samples to make the study to enhance the validity of the research.



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